

## Wilder Elementary

975 South Main Street  
Sumter, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	521 Students	
<b>Principal</b>	Maria Newton-Ta'Bon	803-773-5723
<b>Superintendent</b>	Zona W. Jefferson, Ph. D.	803-469-8536
<b>Board Chair</b>	Mr. Greg L. Simonson	803-778-1886

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Good*</b>
2008	Average	Good
2007	Average	Below Average
2006	Average	At-Risk
2005	Average	Below Average

\* The School's 2009 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

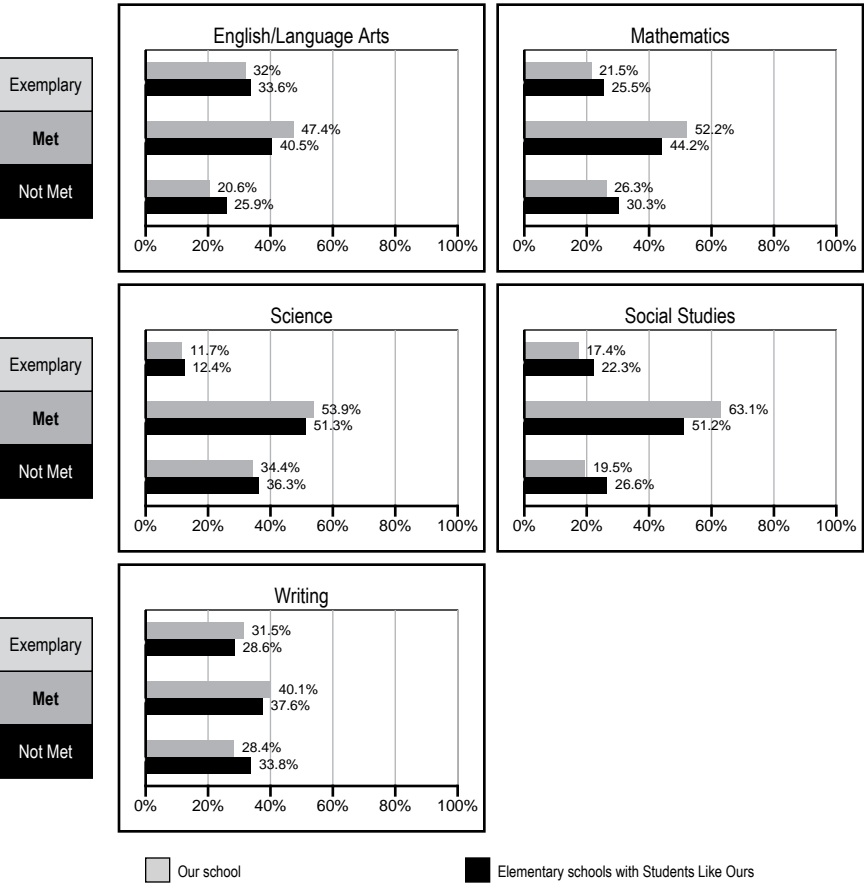
94.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
1	15	89	11	0

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=521)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	5.3%	Down from 6.2%	2.4%	1.9%
Attendance rate	96.6%	No Change	96.2%	96.3%
Eligible for gifted and talented	7.5%	Up from 5.9%	8.6%	10.0%
With disabilities other than speech	11.9%	Up from 10.5%	9.3%	7.7%
Older than usual for grade	3.2%	Down from 4.3%	0.6%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=38)</b>				
Teachers with advanced degrees	60.5%	Up from 56.4%	60.4%	59.4%
Continuing contract teachers	81.6%	Up from 69.2%	82.6%	80.0%
Teachers with emergency or provisional certificates	11.1%	Up from 9.1%	0.0%	0.0%
Teachers returning from previous year	85.3%	Down from 88.5%	86.6%	85.9%
Teacher attendance rate	95.6%	Up from 89.0%	95.0%	95.1%
Average teacher salary*	\$43,955	Up 1.4%	\$47,350	\$47,149
Professional development days/teacher	5.9 days	Down from 8.1 days	11.6 days	11.1 days
<b>School</b>				
Principal's years at school	6.0	Up from 5.0	4.5	4.0
Student-teacher ratio in core subjects	17.7 to 1	Down from 18.2 to 1	19.0 to 1	18.8 to 1
Prime instructional time	91.7%	Up from 84.7%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.9%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$7,654	Up 5.3%	\$7,385	\$7,458
Percent of expenditures for instruction**	68.7%	Down from 68.8%	68.5%	68.8%
Percent of expenditures for teacher salaries**	60.1%	Down from 60.9%	61.7%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

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## Report of Principal and School Improvement Council

In our efforts to improve student achievement, the instructional focus for the 2008-2009 school year was to improve reading and increase scores on the MAP (Measures of Academic Progress) assessment which will reflect our scores for the PASS state test. The teachers actively participated in district and school-sponsored staff development, engaged in professional book studies, and attended workshops.

Our School Improvement Council (SIC) and Parent Teacher Association (PTA) provided monthly meetings and Family Day/Night opportunities for parents and community members to become actively involved in our school programs. Members of our community were involved in such activities as Reading For the Record (sponsored by PTA which involved the reading of *Corduroy* by Don Freeman to all of the students in our school), Career Day, the One Hundredth Day Celebration (sponsored by SIC which featured the involvement of more than 100 men for lunch), Heritage Night, American Education Week, and Field Day. Evening and day time parent workshops were well attended, covering academics as well as parenting skills. In the spring of the year, our PTA was recognized as "Unit of the Year" and our school was recognized as "Palmetto Silver" award winner for closing the achievement gap and general performance.

Our SIC was instrumental in initiating the school attire program. Students entered school daily with school uniforms which consisted of navy or khaki bottoms with white, light blue, or navy tops. Our students continue to take part in the variety of clubs and extracurricular events that were provided. The staff volunteered their time to provide clubs such as Get Fit Club, Jump Rope Club, Dazzling Dancers, Cheerleaders, Chorus, and First Priority. Our guidance counselor continued the mentoring program with the help of community men and women.

Finally, on behalf of the faculty and staff of Wilder Elementary School, it is with great honor that we announce Ann Caldwell as the 2009-2010 Teacher of the Year. Mrs. Caldwell is our Physical Education teacher, and we are very proud to have her represent our school and district.

Maria Newton-Ta'Bon, Principal

Marcia Wilson, School Improvement Council Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	40	71	64
Percent satisfied with learning environment	97.5%	91.5%	92.2%
Percent satisfied with social and physical environment	100.0%	87.1%	90.6%
Percent satisfied with school-home relations	92.5%	92.8%	87.3%

\* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress

NO

This school met 20 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

NI

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	252	100	21.4	47.4	31.2	87.2	84.2	82.8	Yes	Yes
<b>Gender</b>										
Male	134	100	23.8	50	26.2	83.3	80.9	79.3	N/A	N/A
Female	118	100	18.5	44.4	37	91.7	87.7	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	65	100	11.3	32.3	56.5	91.9	93.9	89.5	Yes	Yes
African American	181	100	24.6	53.9	21.6	85.6	80.1	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	96.8	92.3	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	73.2	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	45	100	48.8	46.3	4.9	68.3	59.5	52	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	70	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	158	100	24.8	51	24.1	85.5	79.5	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	252	100	26.9	51.7	21.4	79.9	77.3	78.9	Yes	Yes
<b>Gender</b>										
Male	134	100	27	50.8	22.2	79.4	75.2	77	N/A	N/A
Female	118	100	26.9	52.8	20.4	80.6	79.5	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	65	100	12.9	43.5	43.5	90.3	91.3	87.2	Yes	Yes
African American	181	100	32.9	55.1	12	75.4	70.9	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	96.8	93	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	76.1	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	45	100	65.9	29.3	4.9	41.5	46.7	45.5	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	68	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	158	100	33.1	53.1	13.8	75.2	71	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	168	100	35	53.1	11.9	65	67.4	67.5
<b>Gender</b>								
Male	94	100	32.6	51.7	15.7	67.4	68.3	67
Female	74	100	38	54.9	7	62	66.5	68
<b>Racial/Ethnic Group</b>								
White	48	100	21.7	56.5	21.7	78.3	86.8	79.5
African American	116	100	40.9	51.8	7.3	59.1	58.2	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	84.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	75	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	27	100	68	28	4	32	34.6	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	63.2	59.6
<b>Socio-Economic Status</b>								
Subsided meals	96	100	44	48.4	7.7	56	58.8	55.1

**Social Studies**

All Students	166	100	19.7	63.2	17.1	80.3	73.4	72.3
<b>Gender</b>								
Male	86	100	23.8	62.5	13.8	76.3	73.7	71.5
Female	80	100	15.3	63.9	20.8	84.7	73.2	73.2
<b>Racial/Ethnic Group</b>								
White	41	100	10.3	59	30.8	89.7	86.3	80.7
African American	121	100	23.6	63.6	12.7	76.4	67.3	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	88.5
Hispanic	4	I/S	I/S	I/S	I/S	I/S	75.5	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
<b>Disability Status</b>								
Disabled	31	100	N/AV	N/AV	N/AV	42.9	45.7	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	72.7	67.9
<b>Socio-Economic Status</b>								
Subsided meals	107	100	24	65.6	10.4	76	66.4	62.1

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	253	97.2	27.8	40.4	31.7	72.2	66.6	70.2	96.6	95.9
<b>Gender</b>										
Male	133	97	35.2	40.2	24.6	64.8	59.4	63.2	96.2	95.7
Female	120	97.5	19.4	40.7	39.8	80.6	74.2	77.5	97.1	96.2
<b>Racial/Ethnic Group</b>										
White	67	98.5	21	38.7	40.3	79	84.2	79.1	95	95.8
African American	181	96.7	30.7	41.7	27.6	69.3	58.5	57.6	97.1	96
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88.2	86.2	96.9	97.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	63.4	62.6	97.6	95.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	93.7
<b>Disability Status</b>										
Disabled	44	88.6	80.6	13.9	5.6	19.4	19.5	26.1	94.7	94.5
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	56.9	61.2	97.6	96.1
<b>Socio-Economic Status</b>										
Subsidized meals	159	96.9	34	38.2	27.8	66	57.6	58.9	96.4	95.6

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	93	100	20.7	36.6	42.7	79.3
	4	82	100	17.9	51.3	30.8	82.1
	5	77	100	25.7	55.4	18.9	74.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	93	100	23.2	43.9	32.9	76.8
	4	82	100	21.8	61.5	16.7	78.2
	5	77	100	36.5	50	13.5	63.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	47	100	40.9	43.2	15.9	59.1
	4	82	100	29.5	61.5	9	70.5
	5	39	100	39.5	47.4	13.2	60.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	46	100	15.8	55.3	28.9	84.2
	4	82	100	17.9	66.7	15.4	82.1
	5	38	100	27.8	63.9	8.3	72.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	94	100	31.8	27.1	41.2	68.2
	4	82	95.1	23	47.3	29.7	77
	5	77	96.1	28.2	49.3	22.5	71.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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